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ABSTRACT

Analyses of demographic and other variables for 154 Fall 1972 Project GO (a support and recruitment program for minority and low income students) freshmen at Colorado State University found no statistically significant relationships between initial quarter GPA and such variables as high school rank, college entrance scores, family income, attendance or nonattendance at Preview CSU, numbers of units carried fall quarter, or amount and type of financial aid packaging. One significant multiple correlation, the Project GO director's predicted status ranking, accounted for 10 percent of the variance in initial quarter GPA. Discriminant analyses did not demonstrate significant differences on these variables between fall persisters and those students who left CSU for academic and other reasons. Interviews conducted with samples from four freshmen persistence outcome groups and a number of 1973 Project GO seniors suggest numerous points in the CSU environment where minority and low income students feel their needs might be better met. (Author)

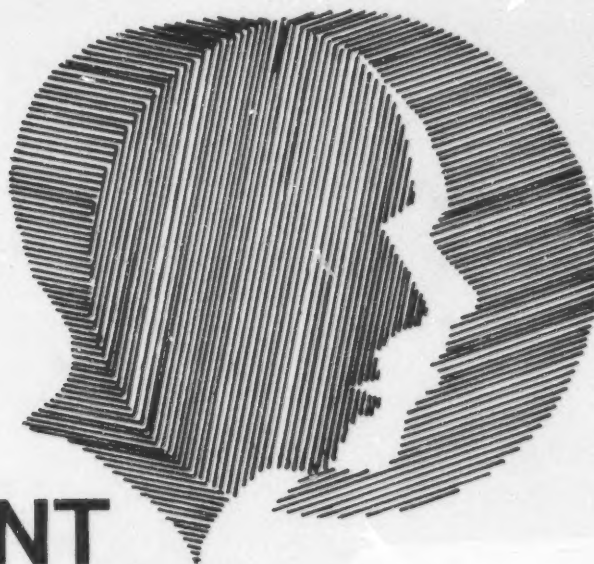
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The cover depicts man's striving toward unity of personality, represented by the magic circle, or mandala.

## OUTCOME FOR PROJECT GO FRESHMEN, FALL 1972

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COLORADO STATE UNIVERSITY

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### ABSTRACT

Analyses of demographic and other variables for 154 Fall 1972 Project GO (a support and recruitment program for minority and low income students) freshmen at CSU found no statistically significant relationships between initial quarter GPA and such variables as high school rank, college entrance scores, family income, attendance or non-attendance at Preview CSU, numbers of units carried Fall Quarter, or amount and type of financial aid packaging. One significant multiple correlation, the Project GO Director's predicted status ranking, accounted for 10% of the variance in initial quarter GPA. Discriminant analyses did not demonstrate significant differences on these variables between fall persisters and those students who left CSU for academic and other reasons.

Interviews conducted with samples from four freshmen persistence outcome groups and a number of 1973 Project GO seniors suggest numerous points in the CSU environment where minority and low income students feel their needs might be better met.

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RELATIONSHIPS TO INITIAL QUARTER  
OUTCOME FOR PROJECT GO FRESHMEN, FALL 1972

The design and implementation of this pilot study developed as a cooperative effort on the part of the staff of Project Go and the University Counseling Center Evaluation Team at Colorado State University, with the prime purpose being to gather baseline information for continuing assessment of program needs of low income and minority freshmen at the university.

Project Go has existed at Colorado State University since 1968 as a servicing and recruiting agent to encourage and support the participation of minority and low income youth in the educational opportunities offered by this traditionally white middle class institution. Research and evaluation with minorities at CSU had, to date, involved little ethnic participation. This project was seen then, by the Project Go staff as an opportunity to begin building relevant minority participation into the processes of data gathering and an opportunity to build accountability into program development.

The University Counseling Center Evaluation Team is an interdisciplinary unit which functions in a consulting capacity in an attempt to explore and inter-relate research and evaluation findings on campus. The team's prime interest is in the eco-mapping of campus functions with an eye toward fruitful program intervention. Our initial mutual concern was to identify those factors related to successful persistence at CSU for Project Go students.

A search of the literature relating to college attrition rates in general and minority or low income college students in particular suggests there is a very great need for systematic processing of

information relating to conditions which facilitate or inhibit success for minority students in traditional middle-class white colleges and universities.

Attrition for all college students results in only around one third of entering freshmen finishing a four year course and less than one-half completing two years. (U.S. Education Report, 1971) An attrition rate of 40% for GO freshmen by the end of the first year (Coates & Hall, 1972) is most consistent with attrition rates observed in other settings (Marsh 1966) suggesting that Project GO freshmen are retained at CSU about as well as freshmen in general.

Project GO seems to be doing as well or better than the University as a whole at attracting students once accepted for admission (75% of those GO students accepted for admission in Fall of 1971 and 53% of those students accepted for admission in Fall of 1972 actually enrolled at CSU, as compared to 58% for the 1972 Fall entering freshmen as a whole). However, little has been done to try to identify factors which make for a successful college experience once here.

Numerous longitudinal studies in various universities have attempted to analyze the factors which differentiate between those entering freshmen who persist (throughout a year, or to graduation) and those who are academically dismissed or withdraw. Most of these studies have been conducted over 2-5 year periods and have often included not only traditional predictive variables such as SAT scores and High School Rank but also personality and attitude inventories, as well as, interview data. The findings to date have not been definitive but rather have varied with the particular combination of college environment, student population and research design. Withdrawing students (defined in these studies as those academically C- or better), as contrasted

with persisting students, have been variously described as: complex, impulsive, anxious (Hannah 1971); low in commitment (Hackman, 1970); more hostile and maladjusted (Rose and Elton 1966); more complex and sophisticated (Suczek 1966); more intellectually oriented (Rossman & Kirk 1970). These studies found no generalizable traits across student groups and settings. Distance from the campus or participation in an experimental advising program was not related to persisting behavior in two settings. (Johannson & Rossman 1968).

Research concerning minority groups has been extremely sparse and is complicated by lack of normative data on college minority students and cultural biases of instruments, design or experimenters. (Ramirez, 1971; Kagiwada, 1973; Davis 1971) Data gathered to date is limited largely to black/white comparisons with few references relating to Chicano, Indian or Asian American students. While members of minority groups have been understandably distressed by research perceived as exploitative of ethnic groups or subject to majority control (Sue & Sue, 1972; Crockett, Schulman 1973) there is a growing need for minority input to processes of data gathering, instrument development and evaluation. (Ramirez 1971).

Much of the research relating to minority groups has dealt with comparisons of the characteristics of black and white samples of college students on traditionally white campuses. This research has resulted in findings of similarity in descriptions of extracurricular interests and goals and in general perception of the campus environment. More black students have needed to work and they have, on the average, worked longer hours than white counterparts. Significant differences in perception of campus racial environment have differentiated those groups with black students sensing the campus environment as "alien" and

white students being insensitive to this. (Centra 1970) Evidence exists that, despite verbalizations to the contrary, racial stereotypes continue to exist (Hartsough, 1970; Sedlacek, 1970). In a study of 660 black/white college juniors and seniors, conformity was stronger for whites than blacks with innovation more pervasive among men than women and blacks than whites. (Harris 1970)

The economic needs of many minority students have been discussed. While 60% of black freshmen come from families with annual incomes lower than \$8,000, 19% of non-black freshmen fit this category. (Bayer, 1972), suggesting the economic handicap with which most minority students begin college. (Gordon 1970) With the future economic benefits of advanced education documented (Witmer, 1970), and education seen as one vehicle for social mobility, it is ironic that significant numbers of National Merit Scholarship black students (as compared to the white student) report they are unable to attend college due to a shortage of funds. (Watley 1971)

Administrator's perceptions of why low income students leave colleges are of interest. In a recent survey of a number of institutions, numerous administrators saw lack of financial support of students and programs as crucial. However, they also attributed the high attrition rate of "inadequate motivation...emotional instability and lack of academic ability." (Bureau of Curriculum Development & Evaluation, Penn State, 1971). No known research has adequately explored such motivational and psychological relationships to leaving college for minority students, nor have the attitudes of college personnel toward low income college students been systematically surveyed.

A recent discussion of differing expectations in the university environment points to sharp discrepancies in perception of blacks and

whites which lead to insensitive and insufficient programs and frustrated inter-racial contacts. (Gibbs, 1973) In this discussion of the perceptions of student clients and others at Santa Clara, the author concluded that administrators and faculty in a four year college expected low income black students to be assimilated into the traditional academic and social-cultural environment of the campus without altering structures and programs. These students (with limited experiences in dealing with larger institutions) expected the university to be flexible and responsive to their individual needs and to be open to diversity of life styles with tolerance for individualistic expressions of cultural identity. These students expected to contribute as much to the university as they received.

While many educators are calling for diversity, flexibility and innovation in college and university approaches to program development for Anglo and minority students (U. S. Higher Education, 1971; Astin, 1971) many of the models for minority students have developed in community colleges. (Goodrich, 1971) In general, there has been a leveling off in admissions of minority students to traditionally white colleges and universities in the past few years (Sedlacek, 1972). In Colorado, an estimated college entrance rate of 15% for Chicanos is the lowest for any group in any state and that for black students is so negligible it was not reported in a recent report of the U. S. Commission on Civil Rights. (The Unfinished Education, 1971) College holding power, according to this report, is poorest for the Chicano student and next poorest for the black student as compared to Anglo students.

While several studies have related traditional variables such as HSR and SAT scores to the prediction of college grades and persistence for minority students, only a few have dealt with non-intellectual

factors related to attrition phenomena. A study of students using educational opportunity grants at the University of Missouri found statistically significant differences between persisters and non persisters in HSR, SAT scores and college grades. For this same group no differences in parent income were found. Possible nonintellectual factors related to minority college student behaviors have been discussed in the literature with ambiguous conclusions such as: emerging cultural nationalism results in students staying longer in school (Gordon 1970); increasing self esteem relates to long range college plans (Ford, 1972); black freshmen and black students with low grades perceive their campus communication structure more positively than do black students with high grades or senior status. (Di Cesare, 1970) Additional work has related internal-external control beliefs to dimensions of "militancy" on campuses. (Deslarde, 1971) Strong criticisms have been leveled by minority groups at research which has focused on comparisons between minority samples and majority populations with such comparisons seen as primarily perpetuating racial myths and holding little value for program intervention. (Crockett, Schulman) Further explorations of these and other relationships to various settings seems indicated.

A recent study of students leaving CSU during or at the conclusion of fall quarter, 1969 (Smith & Kuder, 1970) did not identify minority students but dealt with all freshmen, transfers as well as continuing students enrolled Fall quarter of that year. This study found a disproportionate number of transfer students leaving; students often blaming the university residence hall system for academic failures, and 75% of the academic dismissals said they did not want to attend CSU to begin with. Many students did not accurately perceive campus services and

they apparently did not comprehend their own responsibility for academic progress (feeling the university should have kept them better informed on how they were doing).

Prior research done on Project GO students for freshmen classes in 1968, 1969 and 1970 had resulted in comparative descriptions with regularly admitted CSU freshmen samples and indicated that for those years while the GO student were significantly lower on predictor variables (SATV, SATM, HSPR) these variables predicted their freshmen cumulative GPA about equally as well, accounting for around 21-22% of the variance and suggesting that nontraditional factors need to be further explored. (Coates & Hall 1972) One class of Project GO students - the 1969 group - scored significantly lower and had a lower persistence rate than the other two GO classes. Comparisons of academic suspensions with those voluntarily withdrawing were not done in this study.

Descriptive statistics are available comparing a sample of entering Project GO freshmen with all CSU freshmen entering the Fall of 1972. (ACT data, Admissions Office) Noticable percentage differences exist related to family income and needs for financial support and jobs, with 72% of the GO freshmen (as compared to 34% of the total freshmen class) classifying their financial aid offer as a prime factor in their selection of CSU. Larger percentages of GO freshmen as compared to CSU freshmen in general anticipate they will need special assistance in choosing a major (45%), and in improving reading (34%), math (51%), study (52%), and writing skills (42%).

It would appear that minority and low income students come to CSU with certain expectations and that, for some, their perceptions of the University reality do not blend well. The current project is seen as

a pilot attempt to look at some of the possible factors related to their successful persistence past the first quarter.

#### Method

A general overview of the procedures employed. The methodology in this project consisted of a descriptive statistical analysis of demographic variables known about entering 1972 GO freshmen prior to their admission to CSU and a limited assessment of the relationships between first quarter grade point average (GPA) and environmental variables as attendance or non-attendance at Preview CSU and administrative decisions such as status rankings, financial aid packaging and numbers of units carried initial quarter. In addition to analyzing these relationships, a discriminant analysis was computed for nine variables and four first quarter outcome groups of freshmen (persisters, academic suspensions, petitioners and withdrawals).

A questionnaire (see appendix A) was designed and individually administered to a random sample of 20 of the 116 GO freshmen who successfully persisted through the Fall quarter and to 22 students who had left CSU for various reasons. Undergraduate minority students (5 Chicanos, 4 Black and 1 Oriental) were given approximately 8 hours of training in interview techniques with students matched by ethnic backgrounds. While it is recognized that the skills of the interviewers are ultimately probably more important than ethnic background (Carkhuff 1972) the decision to match student interviews and interviewers by ethnic background was due in part to an awareness that research may be viewed with skepticism by some minority students (Sue, 1972) and that ethnicity might well affect initial interview situations (Banks,

1971). In addition to this freshman pilot study, a brief analysis of similar data gathered on 1972-73 senior status GO students is discussed.

A description of the Freshmen sample. The current sample consisted of 154 of 164 minority and low income freshmen admitted through the offices of Project GO to Colorado State University for Fall quarter, 1972. The number of subjects throughout this study has fluctuated from 154 GO freshmen on whom there was complete initial data to 144 in the final analyses. Ten subjects were removed because of missing data. This sample represented most minority students entering CSU as freshmen for 1972, with 86% of all entering Indian, Black and Chicano students coming to campus through the admission services of Project GO. Four of the 45 Oriental students entering that quarter came through Project GO. According to the office of Admissions the 1972 entering freshman class consisted of the following ethnic representation: white 3049 (93%); Chicano 110 (3%); black 59 (2%); Oriental 45 (1%); with Foreign Citizens 9, American Indians 2, and those listing themselves as "other" 21, all constituting under 1%. The percentages of 1972 GO freshmen in these ethnic categories were Chicano 57.3%; black 30.5% white 8.5%; Oriental 2.4%; Indian 1.2%.

This CSU sample seems to reflect similar known admissions characteristics to other minority and low income students admitted to traditional white middle class colleges with the exception being that a larger proportion of Chicano students are represented here than in many situations reported in the journals.

By the beginning of Winter Quarter, 1973, ten of the entering GO freshmen had voluntarily withdrawn from school and another twenty-eight of the GO students had received notices of academic suspension. Of this latter group eleven students successfully petitioned to remain

at CSU, resulting in a first quarter loss of twenty-seven of the incoming students (about 16%).

Actual interviews were obtained with 82% of the petitioners, 60% of those withdrawn and 41% of the academic suspensions (9 of the 11 GO freshmen who petitioned to remain, 6 of the 10 GO freshmen who withdrew voluntarily during or at the end of Fall Quarter and 7 of the 17 GO freshmen academically suspended).

### Results

#### DEMOGRAPHIC DATA - FRESHMEN

Summaries related to admissions information and environmental variables. An initial analysis of information known about these freshmen upon entry resulted in the following description of the class as a whole (see Table 1).

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Insert Table 1 about here  
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Table 2 consists of a summary for the entire group of means and standard deviations describing such variables as total number of units carried; financial aid packaging, and end of quarter GPA (see Table 2). Over half of these students had attended Preview CSU and the average entering student was ranked as a moderate academic risk on a three point administrative ranking scale of high, medium or low risk.

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Insert Table 2 about here  
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A descriptive summary of the average 1972 entering GO freshman.  
Based on the descriptive data from Tables 1 and 2, the average 1972 Fall entering Project GO freshman came to CSU from a moderately large high

school class (400) where he or she ranked at around the 60th percentile. The entering students tested on the average lower than national norms on College Entrance Board exams and came from larger than average families of low income (under \$8,000). Over one half of these students had attended Preview CSU prior to arrival and they typically received around \$1,700 in total financial aid support with approximately 40% of the financial aid packages coming in loan form.

Summaries related to intercorrelations of variables. Intercorrelations were computed for some 16 variables with significant associations noted between administrative predictions of status and other known variables such as high school percentile rank ( $r = .68$ ); CEEB V ( $r = .62$ ) and CEEB M ( $r = .63$ ). A correlation of .56 between CEEB V and M scores were reported for this group. Other significant correlations noted were the predictable negative relationships between parent income and total amount of financial aid ( $r = -.62$ ) and parent income to percentage of financial aid in grants ( $r = -.65$ ).

A negative correlation, significant at the .01 level of confidence, was noted between the size of high school classes and some financial data, to the effect that students coming from smaller schools came from larger families and also tended to receive larger amounts of financial aid their first quarter at CSU than students coming from larger high schools. No significant relationship between high school class size and parent income was noted (see Table 3).

Data predictive of initial quarter GPA. Multiple regression analyses resulted in the finding of one significant relationship to first quarter GPA - namely the administrative rankings of high, low or moderate predicted academic status - a judgment made by the Project GO director prior to the admission of the entering freshmen, based on

known records plus as yet unspecified clinical impressions and additional dimensions to be defined by further study of this expert's judgments. This ranking resulted in an  $R = .32$ , standard error of estimate .91, accounting for around 10% of the variance. It is of interest that this pilot study did not result in the finding of a significant relationship between high school rank, CEEB scores and GPA as did the recent study of three freshmen GO classes, (Coates & Hall 1972) where high school percentile rank represented most of the 20% variance accounted for in end of year GPA. It is possible with this class also, that an analysis for end of year rather than first quarter grades could bring differing results.

No significant relationships were found to exist for this group between initial quarter GPA and such variables as financial aid packages, family income, size of nuclear family, number of units carried, and attendance or non-attendance at Preview CSU. These findings underscore the need to delineate further intellectual and non-intellectual relationships to academic outcomes for minority students.

Analyses of relationships to four initial quarter outcome groups. Discriminant analyses of mean difference between the four outcome groups of persisters, suspensions, withdrawals, and petitioners on nine selected variables simultaneously resulted in a D-square of 36.65 (27 degrees of freedom) suggesting no significant differences between the four groups on these nine variables (approached the 10% level) (see Table 4).

Summary of relationships of demographic variables to initial quarter outcome groups. Those 1972 entering GO freshmen leaving or remaining at CSU for academic and other reasons after Fall Quarter did not, then, vary statistically (on a 9 variable simultaneous analysis) in ethnicity, high

school rank and entering test scores, size of nuclear family, number of units carried, predicted academic risk status or percentage of financial aid in loan package. One observed variation, namely that those students in academic difficulty apparently had larger percentages of Financial Aid in loans contrast to the other two outcome groups may well reflect on administrative judgment that these students could not handle a first quarter work-study situation in addition to their school load. This suggests again that the clinical judgment of GO staff members needs to be further explored as an indicator of relevant non-intellectual variables. These results suggest the need for further and systematic exploration of intrapersonal, cultural and environmental factors possibly related to successful persistence behaviors for minority students at CSU. To provide some initial leads along these lines, interviews were conducted during the Spring Quarter, 1973.

#### INTERVIEW DATA - FRESHMEN

Interviews were conducted on campus and across the state with 1972 Project GO freshmen who were academically suspended (AS), suspended but petitioned back (SP), and those who withdrew during or at the end of Fall Quarter, 1972 (W). In addition to this group, a random sample of persisting 1972 Fall GO freshmen (P) was drawn for interview purposes. Interview summaries are based on data drawn from 42 students (approximately one third of the 1972 incoming freshmen), representing substantial numbers of all GO freshmen in each outcome group.

#### Summaries of interview responses related to college recruitment.

In response to the question, "How did you decide to come to CSU?" a range of answers included proximity to home, courses offered at CSU, etc., with no one reason apparently discriminating between these

groups. However, it is of interest to note that the reason most mentioned across all groups (13 of the 42 freshmen interviewed) for coming to CSU was that the person was contacted by a Project GO recruiter. An additional 9 students cited financial aid as a prime factor and 3 emphasized the role played by their high school counselor. Where there is an interest in improving recruitment procedures for minority students for CSU, the personalized approach seems important for, according to this data, well over half of our sample stated they came to CSU as a result of a GO recruiter, a counselor or a friend.

Summary of interview responses related to college expectations of Project GO freshmen. Interesting differences were found in this pilot study between the groups with reference to their expectations of college, suggesting the need for further study of the relationship of expectations to college persistence for minority students. Around 70% of each group stated that college was not what they expected as compared to 50% of the random sample of persisters many of whom felt it was actually better than they expected. A larger proportion of black students as compared to Chicano found college different than they expected (71% to 54%) and all black students found it worse rather than better.

Descriptions of perceived campus realities for 1st quarter. Perceived "realities" of campus life - after getting here - in general dealt with the same ranges of phenomena with the exception being that 10 of the 14 black freshmen interviewed felt strongly either that black students at CSU were "not together" or that the environment was unresponsive to black students. Several interview questions, designed to tap student perceptions of how the CSU campus related to their personal needs, are worthy of note. Those students who withdrew from

CSU in good academic standing reported feeling more "left out" (80% compared to 50% of petitioners and around 30% of those suspended or persisting), and were lower in proportions reporting they received help somewhere on campus (40% compared to 80% or more for each of the other groups). This latter response is of particular interest since those students voluntarily withdrawing reported themselves as the largest percentage users of Learning Lab services (67% reported 1 or more visits) and the lowest percentage users of Project GO (33% reported 1 or more visits), leading one to wonder the extent to which the kind of help they sought was, perhaps, more socio-psychological than academic.

Descriptions of uses of Supportive Services. While the largest single source of information about procedures and services on campus was a "friend", 21 of the 42 interviewees cited either Preview CSU or Project GO as their source of knowledge about campus resources. (Note that this finding is consistent also with the data obtained by Coates and Hurst, 1972 to the effect that students tend to look first to other students for assistance). 14 students mentioned going to their academic advisors for assistance with around half of these students rating the help received from their advisors positively and half rating it negatively. Other sources of help (friends, Learning Lab, Project GO) were generally positively rated by freshmen. The relatively negative image of academic advisors by this sample of GO freshmen suggests that some further thought might be given to the selection and orientation process for those advisors working with entering minority students and that some interpersonal experiences might be designed to promote better mutual understanding between minority students and their academic advisors.

The Fall quarter of 1972 freshmen interviewed, mentioned little if any use of campus supportive resources other than Project GO and the Learning Lab, 66% of the entire sample of interviewees mentioned making one or more visits to the Project GO office. The main reason given was for financial advice (20 of the 42 respondents) with secondary reasons being for academic advising, choice of major, or assistance in securing employment. It is perhaps worthy of note that a larger proportion of persisting freshmen (78% of petitioners and 75% of random sample) report going to the GO office for various kinds of help as compared to 57% of those dismissed and 38% of those withdrawn. "Persisters" mentioned more varied uses of the GO office such as help in resolving personal problems, major and career advising, and study skills assistance, suggesting the possibility that these students received some form of peer and other support from this service. However, in view of the small sample and the fact that the interview questions were relatively unstructured, one can only speculate as to what role the GO office may or may not have played in the persistence picture for these students. It may be that students with more advanced "mapping" skills tended to come into the GO office. It would be of interest, in the future, to see how GO students would rate these and other campus services in terms of their familiarity with functions, and their perceptions of emotional support received.

Thirty-eight percent of the entire sample interviewed reported going to the Learning Lab for assistance with study skills, support courses, reading or mathematics. A smaller proportion of persisting freshmen from the random sample (20%) sought Learning Lab help. It seems reasonable that this group of students who were doing better in school did not feel they required additional help. Fifty-seven percent

of those academically suspended reported some use of the Learning Lab but some students complained they did not know about it until too late or did not know of the varieties of services available.

The students interviewed generally rated Project GO and Learning Lab experiences as positively helpful. Suggestions for improving services included more flexible hours (Saturday and evenings), a better information dissemination system so that students understand the nature of services and some attempts to teach students how to cope with the campus environment (eg. how to talk with a professor, interpersonal skills, how to relate to larger classes, write essays, take exams, etc).

Descriptions of students perceptions of their learning/teaching interactions. Interviewees were asked to describe where on campus they learned or taught someone something during their first quarter with specific references made to such aspects of their campus life as work/study, classes, residence halls, student activities, personal relationships, etc. While most students felt they had learned something during their 1st quarter at CSU there were some interesting differences between groups in regard to the variety of learning situations mentioned, with nearly half of the random sample of persisters mentioning a blend of learning interactions including not only academic and social experiences but also personal skill development. (This type of learning interaction mentioned by less than one fourth of each of the other groupings). The remaining students mentioned more often a lesser variety of learning situations such as "in classroom" and "something from a friend." It would be of interest to know whether or not those students who persisted successfully from the random sample began their college careers more oriented to personal skill development or whether they found more opportunities for such development once they arrived at CSU.

While only two students in the entire sample of interviewees felt they had learned nothing at CSU, large proportions felt they had taught nothing. Of those students who felt they had taught something, content was most often related to socio-cultural phenomena such as teaching someone "that blacks are not all alike," or telling "a girl more about minorities - that we are not all disruptive in our thinking." Few cited having an opportunity to relate their cultural experiences in academic contexts. The expectation of some minority students that they will bring as much to the traditionally white college environment as they take away has been discussed in more detail in other contexts and point again to the relationship between unfulfilled expectations and subsequent attitudes (Gibbs, 1973).

Descriptions of students perceptions of feeling needed or useful at CSU. Noteworthy is the strong negative response of all groups to the question "where on campus did you feel needed or make a contribution" with 50% of the persisters, 80% of the withdrawals, 75% of the petitioners and 71% of academic suspensions feeling not needed anywhere and large numbers feeling they made no contributions on campus (around 60-80% of each group). Apparently, more of the random sample of fall persisters found places on the campus environment to feel needed. However, none of the black students persisting reported feeling needed on campus and the greatest variety of situations reported were by Chicano persisters over half of whom found satisfaction in such activities as "tutoring", with friends, at Project GO, in dorm life or student government. In most other cases where students did feel needed it was ethnically related (Project GO, CAAS or UNAS). Only two black students in the entire sample reported feeling needed anywhere on campus.

Slightly larger percentages of those leaving CSU (71% AS and 80% W) reported there was no place where they felt needed compared to those staying (67% SP and 50% P). Unfortunately, this study does not provide the kind of data which would relate the extent to which these students knew before coming to CSU how to fulfill their personal needs in such an environment, vs. the extent to which the campus offered them specific opportunities for need outlet. Over half of the black students interviewed mentioned perceived racism or the negative racial atmosphere as a source of discomfort for them. In response to the question as to what things "hassled them," 19% mentioned ethnic-related problems. Interestingly, on question five, 18% of the interviewees, in relating negative experiences during their first quarter, referred specifically to the racial atmosphere. As might be expected, larger proportions of both groups of students who received suspension notices mentioned negative academic experiences (71% and 67%) compared to those not in academic difficulty (20% of persisters and 17% of those voluntarily withdrawing).

Descriptions of students perceptions of what it means to be a minority student at CSU and their descriptions of their social life. In response to the direct question, "was it to your advantage or disadvantage being a minority student at CSU?", about one quarter of the entire group could see both advantages and disadvantages. Few students in any group saw being a minority student clearly to their advantage. Clearly seeing it to their disadvantage to be minority students were 29% of those suspended (AS), 44% of the suspended petitioners (SP), 50% of those withdrawing (W), and 35% of the persisters (P). More students in academic difficulty rated their social life on campus as poor, and 67% of all students interviewed reported no opportunities for any kind of social life in Fort Collins. Black students particularly expressed strong

feelings of being left out of community and campus activities and were acutely aware of too few blacks on and off campus. Black students expressed more anger about the campus environment with 66% of black petitioners stating they felt angry "in class" or "everywhere". These ethnic trends, despite small samples, are worthy of note. Of the 16 interviewees who had received notice of academic suspension for Fall quarter (7 Chicano students and 9 black students) only 9 students petitioned to stay - 7 of these (78% of the petitioners) were black students, suggesting that those black students who persisted did so despite their frustrations with the racial environment.

Student suggestions for improving CSU. An attempt was made to explore with interviewees some of the ways the CSU environment might be changed and some of the things they would do differently if they could re-do the first quarter. The things 60 students interviewed would change about CSU, if they could, ranged from changing campus attitudes and bringing in more minorities (mentioned by 55% of all interviewees) to more financial aid, smaller classes and more social alternatives. Seventy-one percent of those academically suspended and 44% of the petitioners stated they would manage their time better or study more. (Another 44% of the petitioners would have arranged easier classes or gone for more help.) Of the two groups not in official academic difficulty 33% of those withdrawing and 55% of the persisters felt they would study more or manage time better. Several students in the random sample of persisters mentioned they would improve their social life, leave things just the same, or take more classes. Most students in all groups handled this question by focusing on their own responsibilities as students and their own strategies for coping with the academic demands.

When asked directly, "What would you change at CSU?" and given an opportunity to rate the chances for success of change on a 5 point scale, interesting trends are noted with 86% of those students academically suspended and 78% of those suspended petitioners rating chances of change negative compared to 67% of the withdrawals and 50% of the persisters, leading one to speculate the extent to which these students began their University careers with varying degrees of optimism or pessimism about the environment vs. the extent to which this trend reflects rather generalized self perceptions of how they as individuals actually coped fall quarter. Those who experienced most difficulty academically were less optimistic about changing the environment. Along this line some interesting differences were found between groups in regard to "who could bring about a change" with over half of the academically suspended (the most pessimistic group) feeling change could be brought about by administrators only (compared to 0% academic suspensions, 16% withdrawals and 20% of the persisters). Of the group most optimistic about changing the campus - the random sample of fall persisters - the largest single category of response (40%) was that change would come about only as a result of cooperation between organized groups and administrators. To the extent these differing perceptions of how the campus environment might be changed reflect attitudes and feelings of various students, they need careful examination as potential facilitators of social change.

Reasons students stated for withdrawing or being suspended. Students withdrawing from CSU were asked their reasons for leaving which ranged from negative reactions to the campus, lack of money to family problems. Five of the six Chicano students withdrawing plan to eventually return to school somewhere, (three would like to return to CSU - in fact one student re-applied immediately after his interview). Of

those academically suspended only one person planned to return to CSU and she re-applied following her interview. 80% of the persisters stated they plan to stay at CSU.

Those students academically suspended had difficulty describing the reasons for their academic troubles with responses mentioning "uncaring teachers," negative reactions to the racial atmosphere, and poor preparation for college during high school. They apparently learned about their difficulties in very different ways - two from mid-term tests, one from a teacher, another just stopped going to classes. Only three of the seven actually suspended stated that they knew that they could petition to stay at CSU.

#### INTERVIEW DATA - SENIORS

Description of sample and analyses of 1973 G0 seniors. To further develop leads as to possible factors related to persistence of minority students at CSU, a brief descriptive study was done of senior status Project G0 students during the Spring of 1973. The senior sample consisted of 30 Project G0 students listed as "seniors" in the 1972-73 student directory. Of these students 16 actually graduated in June of 1973 with the others lacking various scholastic requirements for completion of their majors during 72-73 year but planning to graduate during the ensuing academic year. Analyses of demographic data known about these seniors on admission to CSU plus such variables as initial quarter units and initial quarter grade point averages were related to senior status cumulative GPA, Winter quarter 1973, resulting in the following summary descriptions (see Table 5).

The 10 female and 21 male students in this group apparently entered CSU with slightly higher CEEB scores (V-418, M-443) and high school percentile ranks (75th percentile) than our 1972 freshmen. They carried,

on the average, two more units their first quarter on campus and emerged with around the same average initial quarter Grade Points (2.14).

Correlation coefficients show verbal and math CEEB scores correlated .62 for this group and demonstrate the notable lack of relationship between cum GPA (Winter quarter of senior year) and such variables as sex, high school rank, college entrance board scores and first quarter GPA. The lack of any significant relationship between initial quarter GPA and senior status cum GPA ( $r = .29$ ) seems particularly noteworthy in view of the use of first quarter GPA for traditional decision making regarding academic dismissals (see Table 6).

A multiple regression correlation with senior status cumulative grade point averages reveals only one statistically significant variable, ethnicity, ( $R = .40$ , standard error of estimate .44). For a discussion of the relationships between different campus environments and grades for minority students, see Borgen (1972). Recent criticisms, also, of the use of ethnic comparisons as research variables are of interest for researchers wishing to develop constructive interventions (Crockett, 1973).

#### INTERVIEW DATA - SENIORS

Summary of limitations of interview data on seniors. An attempt was made to contact and interview all GO students of senior status. The wording of the interview form used with GO freshmen was adapted to relate to seniors and their experiences (see Appendix B). Actual interviews were obtained with half of the senior GO students. The sample reported may not be reflective of the entire group of GO seniors since the time for contacts coincided with mid-quarter student pressures on both interviewer and interviewees, many seniors had left the campus and were difficult to contact, and some seniors refused to be interviewed. However, keeping in mind the limitations of this survey, the responses of GO

seniors interviewed add interesting dimensions to our study and raise numerous questions for testing systematically in a longitudinal design. In reading the summaries, it is important to keep in mind no direct comparisons can be made between the senior status group and the entering freshmen, as academic policies have varied over time, campus life experienced by each group has differed significantly and no details are available which might describe how the groups may differ as individuals in values, motivation and skills. It is also possible that the recollections of senior students for earlier school experiences have altered with time.

Description of responses related to academic difficulties and adult models. Eighty-percent of our sample of senior students had at one time or another been in academic difficulty at CSU. As with freshmen who had experienced academic problems, they were unclear as to the reason for their difficulty and chose a variety of means for help including going to Project GO, going to the Counseling Center, taking easier courses, studying harder. In response to the direct question, "What turned you on to studying?", 67% (10) related this to their own self determination and 4 attributed it in whole or in part to the interest of a professor. It is possible the "caring adult" model had an even larger role in their persistence than the students perceived, as in response to question number 16 - 73% of all seniors interviewed stated someone took a personal interest in them while here (professors or advisors - 9, paraprofessional - 1, an adult friend - 1). It is worth noting here that these significantly perceived adults represented a cross-section of ethnic groups with Anglo, black and Chicano professors mentioned by various ethnic student groups. The importance of an adult role model to career selection and persistence in graduate school is discussed in more detail by Ramirez (1971).

Summary of responses related to use of supportive services. One-half of the seniors interviewed reported one or more visits to the Learning Lab and all but two mentioned visits to the offices of Project GO. Three of fifteen had used Counseling Center services and three mentioned visits to their academic advisors. Ratings of all these services were primarily positive, however, some criticisms and numerous suggestions for improvement were elaborated. These suggestions included having remedial classes in the GO offices, more personal counseling, less red tape, and more help in choosing appropriate and realistic majors. Also suggested was improved selection and training provided for minority paraprofessionals and provisions for students to evaluate services offered.

Description of responses relating to social atmosphere and change. Seniors described the general atmosphere and specifics of social life at CSU in varied terms which left the impression that the minority students interviewed shared feelings of social isolation from Anglo activities while here but that black student interviewees were more sensitive to the racial atmosphere and experienced more severe feelings of anger at what they perceived as racism. Nearly half of all students could see advantages and disadvantages to being a minority student at CSU, but black students were uniformly more frustrated and angry (all black students interviewed reported feeling "left out" on campus). Five of six black seniors reported feeling anger "at meetings, in classes and in social activities". Most black students found no social life in Fort Collins, compared to 5 of the 6 Chicano seniors who reported some favorable experiences in town. Five of the 6 black seniors would not advise a friend to come to CSU while 5 of the 6 Chicano interviewed would advise a friend to come here. All 6 black seniors stated that if they had it to do over, they would not come to CSU.

In response to the question, "If you could change one thing at CSU what would it be?", six of the 15 seniors would bring in more minority students or change the racial atmosphere, five would adjust life in the classrooms to make the learning experiences more sensitive and meaningful and three would improve the financial aid picture. Seniors were generally pessimistic about the chances to produce such changes (11 of the 15 rated chances of change negative) and nearly half felt it would require effort on the part of administrators, committed individuals and organizations to effect such changes. Three felt no changes were possible. The findings of apparently greater hostility in black seniors as compared to black freshmen is consistent with the findings of DiCesare at the University of Maryland (1970), raising the question as to whether or not anger was present to a greater degree in these students to begin with or whether they gradually grew more frustrated over time. It would also be of interest to know the extent to which irritations toward campus limitations are perceived by senior status college students in general.

Summary of information related to career plans. It is of interest to note that 73% of all seniors interviewed hope to go to graduate school. Nearly half (47%) state they have not yet decided on a career with the other half planning to teach. Some students felt Project GO could be helpful to them here by providing liaisons with graduate schools, funding for applications and testing practice and skill development related to interviewing behaviors.

#### Summary Discussion and Conclusions

In summary, initial descriptive analyses of demographic and other data of samples of Project GO 1972 freshmen and seniors failed to show statistically significant relationships between subsequent grade point

averages and such admissions information as high school rank and size, college entrance examinations and family income. Nor were relationships noted for the freshmen group between initial quarter GPA and attendance or non-attendance at Preview CSU, number of first quarter units carried, or amount and type of packaging for financial aid. A significant multiple correlation was obtained with 1st quarter GPA for the Project GO Director's predicted academic status rankings of freshmen prior to admission (accounting for 10% of the variance) and for ethnicity of senior students and their senior status Winter quarter cum GPA (accounting for 16% of the variance). Discriminant analyses did not demonstrate statistically significant differences between first quarter freshmen persisters and those who left CSU for academic and other reasons on the variables of prior high school rankings and test scores, ethnicity, predicted status, family size and financial (income and aid) information. These statistical findings in some cases replicated the results of earlier studies plus testing the relationship to persistence outcome groups on some formerly untested variables.

Results suggest the need for developing and testing scales for delineating non-intellectual variables related to college success for minority students. Preliminary trends, based on interview responses of the various sub-grouping of students suggests that successful persistence of minority and low income students at Colorado State may well relate to such variables as the match between prior expectations and campus realities; locus of control and alternatives for social participation and change; styles of learning as they relate to differing college teaching strategies; and the relationship between a student's eco-mapping skills and the availability of various campus support systems.

In view of the extensive analyses done on small samples represented by this pilot project, and the restricted range represented by this population, any conclusions should be considered tentative and a cross-validation study with incoming students seems indicated. A further refinement and testing of generally appropriate dimensions useful with all students at CSU could aid in gathering systematic longitudinal data relative to the continuing development of sound programs designed to enhance the academic and social development for minority and low income students electing to attend Colorado State University.

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TABLE 1  
SUMMARY OF ADMISSIONS DATA  
ON 1972 PROJECT GO FRESHMEN

| Variables         | <u>Measures of Central Tendency and Dispersion</u> |                     |
|-------------------|----------------------------------------------------|---------------------|
|                   | Means                                              | Standard Deviations |
| HS Percentile     | 61.49                                              | 21.87               |
| HS Class Size     | 386.99                                             | 229.64              |
| CEEB Verbal Score | 379.38                                             | 92.39               |
| CEEB Math Score   | 417.58                                             | 100.83              |
| Family Income     | 7530.70                                            | 4387.72             |

TABLE 2  
SUMMARY OF DATA RELATED TO FINANCIAL  
AID, COURSE LOADS AND FIRST QUARTER GRADES

| Variables             |         |                     |
|-----------------------|---------|---------------------|
|                       | Means   | Standard Deviations |
| Units - Fall Quarter  | 13.20   | 2.02                |
| Financial Aid - Total | 1738.52 | 617.27              |
| % in Loan             | 40.17   | 26.25               |
| % in Grant            | 36.26   | 22.19               |
| % in Work/Study       | 19.80   | 19.79               |
| GPA Fall Quarter      | 1.94    | .95                 |

TABLE #3

CORRELATION MATRIX FOR 16 VARIABLES FOR 60 FRESHMEN<sup>a</sup>

## CORRELATION MATRIX

| VARIABLE<br>NUMBER | 1     | 2     | 3      | 4     | 5     | 6     | 7     | 8    |
|--------------------|-------|-------|--------|-------|-------|-------|-------|------|
| 1. Sex             | 1.000 | -.039 | -.072  | .217  | .016  | -.056 | -.014 | -.20 |
| 2. Preview CSU     |       | 1.000 | .049   | -.100 | -.024 | .027  | -.028 | -.02 |
| 3. Status          |       |       | +1.000 | +.681 | -.057 | -.434 | +.621 | +.62 |
| 4. HS % Rank       |       |       |        | 1.000 | -.152 | -.664 | .355  | .44  |
| 5. HS Class Size   |       |       |        |       | 1.000 | .752  | .022  | -.11 |
| 6. HS Rank         |       |       |        |       |       | 1.000 | -.167 | -.33 |
| 7. CEEB V          |       |       |        |       |       |       | 1.000 | .56  |
| 8. CEEB M          |       |       |        |       |       |       |       | 1.00 |
| 9. No. of Units    |       |       |        |       |       |       |       |      |
| 10. GPA            |       |       |        |       |       |       |       |      |
| VARIABLE<br>NUMBER | 11    | 12    | 13     | 14    | 15    | 16    |       |      |
| 1.                 | -.087 | .067  | .044   | -.067 | .075  | -.053 |       |      |
| 2.                 | .095  | -.022 | -.025  | .004  | -.027 | .053  |       |      |
| 3.                 | -.039 | +.017 | -.200  | -.088 | +.246 | +.121 |       |      |
| 4.                 | .035  | .111  | -.098  | -.237 | .389  | .064  |       |      |
| 5.                 | -.258 | -.215 | -.146  | .167  | -.152 | .169  |       |      |
| 6.                 | -.163 | -.169 | -.026  | .256  | -.284 | .061  |       |      |
| 7.                 | -.044 | -.003 | -.205  | .031  | .145  | .113  |       |      |
| 8.                 | -.046 | -.004 | -.134  | -.058 | .102  | .118  |       |      |
| 9.                 | -.102 | .041  | -.147  | .086  | .076  | .091  |       |      |
| 10.                | -.026 | .120  | .048   | -.204 | .169  | -.043 |       |      |
| 11. Dep.           | 1.000 | .053  | -.202  | .041  | .169  | .220  |       |      |
| 12. F. A. Total    |       | 1.000 | .483   | -.302 | .471  | -.619 |       |      |
| 13. % Grant        |       |       | 1.000  | -.495 | -.089 | -.652 |       |      |
| 14. % Loan         |       |       |        | 1.000 | -.481 | .340  |       |      |
| 15. % Work/Study   |       |       |        |       | 1.000 | -.189 |       |      |
| 16. Parent Income  |       |       |        |       |       | 1.000 |       |      |

<sup>a</sup>r = .

TABLE 4

MEAN SCORES ON SELECTED VARIABLES FOR FOUR OUTCOME GROUPS

| Variables       | Fall Outcome Groups |                   |             |             |
|-----------------|---------------------|-------------------|-------------|-------------|
|                 | Persisters          | Acad. Suspensions | Withdrawals | Petitioners |
|                 | N = 111             | N = 17            | N = 9       | N = 10      |
| STATUS          | 2.16                | 2.29              | 2.22        | 2.60        |
| H. S. PCT. RANK | 61.19               | 62.88             | 64.22       | 57.50       |
| H. S. SIZE      | 384.34              | 365.53            | 378.44      | 492.90      |
| CEEB V          | 390.49              | 363.59            | 339.89      | 312.90      |
| CEEB II         | 426.12              | 390.29            | 424.00      | 380.00      |
| UNITS 1st QTR.  | 13.35               | 13.35             | 12.11       | 12.40       |
| TOTAL DEP.      | 4.51                | 4.70              | 3.56        | 4.30        |
| % FA LOAN       | 37.96               | 52.94             | 39.21       | 51.77       |

TABLE #5

SUMMARY OF DATA KNOWN ABOUT 30 PROJECT GO  
SENIORS - SPRING 1973

| VARIABLES               | MEASURES OF CENTRAL TENDENCY AND<br>DISPERSION |                       |
|-------------------------|------------------------------------------------|-----------------------|
|                         | MEAN                                           | STANDARD<br>DEVIATION |
| H. S. Pct. Rank         | 74.90                                          | 16.98                 |
| H. S. Size              | 377.45                                         | 240.34                |
| H. S. Rank              | 99.32                                          | 113.94                |
| CEEB V                  | 418.19                                         | 75.31                 |
| CEEB II                 | 443.03                                         | 99.87                 |
| UNITS INITIAL QUARTER   | 15.06                                          | 1.38                  |
| GPA INITIAL QUARTER     | 2.14                                           | .65                   |
| GPA CUM WINTER QTR. '73 | 2.43                                           | .47                   |

TABLE #6

CORRELATION MATRIX FOR SENIOR GO STUDENTS<sup>a</sup>

## CORRELATION MATRIX

| VARIABLE<br>NUMBER  | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     |
|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. Sex              | 1.000 | .214  | .210  | -.225 | -.146 | .056  | -.235 | -.083 |
| 2. Ethnic           |       | 1.000 | .095  | .109  | -.050 | .446  | .293  | .330  |
| 3. H. S. % Rank     |       |       | 1.000 | -.146 | -.678 | .286  | .199  | -.064 |
| 4. H. S. Class Size |       |       |       | 1.000 | .738  | .309  | .371  | .113  |
| 5. H. S. Rank       |       |       |       |       | 1.000 | .048  | .136  | .045  |
| 6. CEEB V           |       |       |       |       |       | 1.000 | .624  | .336  |
| 7. CEEB H           |       |       |       |       |       |       | 1.000 | .282  |
| 8. 1st Qtr. Units   |       |       |       |       |       |       |       | 1.000 |
| 9. GPA 1st Qtr.     |       |       |       |       |       |       |       |       |
| 10. GPA CUM         |       |       |       |       |       |       |       |       |

<sup>a</sup> $r = .48, p < .01$

# Interview GFF73

I am a student at CSU helping to survey how students feel about their first quarter at the University. We need your answers to some questions to help us communicate to various people on campus ways to make things better. While we will discuss group answers, your responses as an individual will be kept confidential.

1. How did you decide to come to CSU?

Interview probe:

What did you expect?

What lead you to expect that?

How was it different from what you expected?

2. During your first quarter at CSU where did you

|                 | Place | None  |                | Place | None  |
|-----------------|-------|-------|----------------|-------|-------|
| relax and rest  | _____ | _____ | make friends   | _____ | _____ |
| study and think | _____ | _____ | talk privately | _____ | _____ |
| rap with group  | _____ | _____ | receive most   | _____ | _____ |
|                 |       |       | help           | _____ | _____ |
| feel left out   | _____ | _____ | feel needed    | _____ | _____ |
| feel angry      | _____ | _____ | make a unique  | _____ | _____ |
|                 |       |       | contribution   | _____ | _____ |

What would have made things better for you?

3. Where on campus did you feel you really learned something or taught someone something during your first quarter?

|                        |       |       | explain |
|------------------------|-------|-------|---------|
| work-study             | _____ | _____ | _____   |
| a class                | _____ | _____ | _____   |
| residence hall         | _____ | _____ | _____   |
| student/group activity | _____ | _____ | _____   |
| personal relationship  | _____ | _____ | _____   |
| other                  | _____ | _____ | _____   |

4. During your first quarter at CSU did you seek help with any of the following:

Interviewer probe:

Where did you go for help? (Student, Learning Lab, Project GO, Counseling Center, Advisor, Other?)

How many contacts did you make with the individual or agency?

How did you learn where to go for help? (Student, Preview CSU, GO Orientation, Other)

Did you feel you received the help you needed? (Not at all, Not much, ?, Some, A lot)

|                    | Go for help? |    |    |    |       |       | Contacts? |     |     |    | How learn? |      |   |       | Receive    |
|--------------------|--------------|----|----|----|-------|-------|-----------|-----|-----|----|------------|------|---|-------|------------|
|                    | S            | LL | PG | CC | Ac Ad | Other | 1         | 2-3 | 4-5 | 6- | S          | PCSU | G | Other | Not at all |
| study skills?      |              |    |    |    |       |       |           |     |     |    |            |      |   |       |            |
| math skills?       |              |    |    |    |       |       |           |     |     |    |            |      |   |       |            |
| reading skills?    |              |    |    |    |       |       |           |     |     |    |            |      |   |       |            |
| career advising?   |              |    |    |    |       |       |           |     |     |    |            |      |   |       |            |
| choosing a major?  |              |    |    |    |       |       |           |     |     |    |            |      |   |       |            |
| personal problems? |              |    |    |    |       |       |           |     |     |    |            |      |   |       |            |
| financial aid?     |              |    |    |    |       |       |           |     |     |    |            |      |   |       |            |

Where you felt you did not receive help can you suggest what might have been helpful?

Interviewer Probe: I notice you did not use the services of \_\_\_\_\_. Can you suggest what might have been helpful?

5. Describe the kinds of day to day things that hassled you the most.

6. What experience was most important for you during your first quarter at CSU?

Interviewer probe: You mentioned a positive (negative) experience; what happened that was negative (positive)?

7. If you had the first quarter to do over what would you do differently?

8. If you could change one thing at CSU what would it be?

What would be your chances of doing that?

| very poor | poor | ? | good | very good |
|-----------|------|---|------|-----------|
|           |      |   |      |           |

Are there any groups or individuals you feel could accomplish that change?

Interviewer probe:

| committed individuals | organized groups | organized minority groups | administrators | other |
|-----------------------|------------------|---------------------------|----------------|-------|
|                       |                  |                           |                |       |

9. How would you describe your social life on campus?

What would have made it better?

10. Do you feel it was to your advantage or disadvantage being a minority student at CSU?

11. Were there any opportunities for a social life in Fort Collins?

What would have made it better?

12. Do you plan to continue at (or return to) CSU?  
If not, why?

If yes, what keeps you here?

Interviewer probe:

If suspended-

When did you first learn you were in difficulty?

How did you learn it?

What did you do?

Did you know you could petition?

If withdrew-  
When did you first decide to leave?

What made you decide to leave?

What did you do?

13. What are your future plans for:

Schooling?

A job?

Family?

Interviewer ratings of:

|          | very closed | closed | medium | open | very open |
|----------|-------------|--------|--------|------|-----------|
| openness |             |        |        |      |           |

|                            | very negative | negative | medium | positive | very positive |
|----------------------------|---------------|----------|--------|----------|---------------|
| feeling tone<br>toward CSU |               |          |        |          |               |

### Interview GGS73

I am a student at CSU helping to survey how students feel about their experience at the University. We need your answers to some questions to help us communicate to various people on campus ways to make things better. While we will discuss group answers, your responses as an individual will be kept confidential.

1. How did you decide to come to CSU?

Interview probe:

What did you expect?

What lead you to expect that?

How was it different from what you expected?

2. While at CSU where did you

|                 | Place | None  |                | Place | None  |
|-----------------|-------|-------|----------------|-------|-------|
| relax and rest  | _____ | _____ | make friends   | _____ | _____ |
| study and think | _____ | _____ | talk privately | _____ | _____ |
| rap with group  | _____ | _____ | receive most   | _____ | _____ |
|                 |       |       | help           | _____ | _____ |
| feel left out   | _____ | _____ | feel needed    | _____ | _____ |
| feel angry      | _____ | _____ | make a unique  | _____ | _____ |
|                 |       |       | contribution   | _____ | _____ |

What would have made things better for you?

3. Where on campus did you feel you really learned something or taught someone something?

|                        |       |       | explain |
|------------------------|-------|-------|---------|
| work-study             | _____ | _____ | _____   |
| a class                | _____ | _____ | _____   |
| residence hall         | _____ | _____ | _____   |
| student/group activity | _____ | _____ | _____   |
| personal relationship  | _____ | _____ | _____   |
| other                  | _____ | _____ | _____   |

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4. While at CSU did you seek help with any of the following:

Interviewer probe:

Where did you go for help? (Student, Learning Lab, Project GO, Counseling Center, Advisor, Other?)

How many contacts did you make with the individual or agency?

How did you learn where to go for help? (Student, Preview CSU, GO Orientation, Ot

Did you feel you received the help you needed? (Not at all, Not much, ?, Some, A

|                    | Go for help? |    |    |    |    |    | Contacts? |   |     |     | How learn? |   |      |   | Receive |        |
|--------------------|--------------|----|----|----|----|----|-----------|---|-----|-----|------------|---|------|---|---------|--------|
|                    | S            | LL | PG | CC | Ac | Ad | Other     | 1 | 2-3 | 4-5 | 6-         | S | PCSU | G | Other   | Not at |
| study skills?      |              |    |    |    |    |    |           |   |     |     |            |   |      |   |         |        |
| math skills?       |              |    |    |    |    |    |           |   |     |     |            |   |      |   |         |        |
| reading skills?    |              |    |    |    |    |    |           |   |     |     |            |   |      |   |         |        |
| career advising?   |              |    |    |    |    |    |           |   |     |     |            |   |      |   |         |        |
| choosing a major?  |              |    |    |    |    |    |           |   |     |     |            |   |      |   |         |        |
| personal problems? |              |    |    |    |    |    |           |   |     |     |            |   |      |   |         |        |
| financial aid?     |              |    |    |    |    |    |           |   |     |     |            |   |      |   |         |        |

Where you felt you did not receive help can you suggest what might have been help

Interviewer Probe: I notice you did not use the services of \_\_\_\_\_.

5. Describe the kinds of day to day things that hassled you the most.

6. What experience has been most important for you during your stay at CSU?

Interviewer probe: You mentioned a positive (negative) experience; what happened that was negative (positive)?

7. If you had it to do over what would you do differently?

8. If you could change one thing at CSU what would it be?

What would be your chances of doing that?

| very poor | poor | ? | good | very good |
|-----------|------|---|------|-----------|
|           |      |   |      |           |

Are there any groups or individuals you feel could accomplish that change?

Interviewer probe:

| committed individuals | organized groups | organized minority groups | administrators | other |
|-----------------------|------------------|---------------------------|----------------|-------|
|                       |                  |                           |                |       |

9. How would you describe your social life on campus?

What would have made it better?

10. Do you feel it was to your advantage or disadvantage being a minority student at CSU?

11. Were there any opportunities for a social life in Fort Collins?

What would have made it better?

12. Would you advise a close friend to come to CSU?  
Why?

13. Did you attend any other college or university?  
Name of College      Dates attended      Why did you leave?

14. Were you ever in academic difficulty at CSU?  
Explain      When      What did you do about it?

15. What turned you on to studying?

16. Did anyone on campus take a personal interest in you? (explain)

17. What do you think kept you at CSU?

18. What are your future plans for:

Schooling?

A job?

Family?

Interviewer ratings of:

|          | very closed | closed | medium | open | very open |
|----------|-------------|--------|--------|------|-----------|
| openness |             |        |        |      |           |

|                            | very negative | negative | medium | positive | very positive |
|----------------------------|---------------|----------|--------|----------|---------------|
| feeling tone<br>toward CSU |               |          |        |          |               |

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